

Michigan's Kindergarten Entry Assessment (KEA)



2015 DAS FALL
Conferences
For Assessment and Accessibility
Michigan Department of Education



Introductions



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Today's Outcomes



- Updates on the Kindergarten Entrance Assessment
 - Why
 - What
 - How
- Learn about the TS Gold tool
- Learn about teacher support options to consider

What is TS Gold?



Teaching Strategies GOLD:

- An authentic, ongoing observational system* for assessing children from birth through kindergarten;
- Helps teachers to observe children in the context of every day experiences, which is an effective way to learn what they know and can do.

*A system of observation, documentation, and analysis that helps track a child's/student's progress toward meeting learning expectations or standards and is considered a crucial part of a teacher's curriculum planning and instructional strategy.

Retrieved on March 25, 2015 from:
https://ec.thecenterweb.org/sites/ec.thecenterweb.org/files/uploads/ts_gold_spring-12-1-9-11.pdf

Developmentally Appropriate, Authentic, Observation-based Assessment

Is

- Happening during regular, everyday activities
- Occurring on a continuous basis
- Helping teachers meet children where they are
- Helping children meet challenging and achievable learning goals
- Covers all important areas of development and learning
- Offering a broader and more meaningful picture of development
- Helping inform planning and instruction

Is not

- Standardized
- A narrow picture of a child's ability at a given moment
- A one-dimensional measure of ability
- Performed outside of everyday activities
- A screening tool



The Tool—TS Gold



- Observational Assessment
- 5 Domains (41 dimensions)
 - Language and literacy (reported separately)
 - Mathematics
 - Cognitive
 - Physical Health
 - Social Emotional

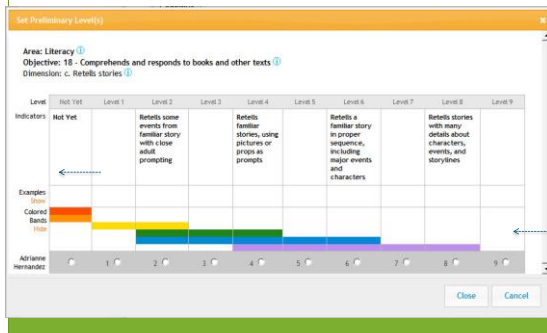
In Action



- Teachers review dimensions and score students based on rubrics associated with each of Michigan's 41 dimensions
- Teachers may use app to add documentation to students' scores

- Score on paper and transfer to the TS GOLD system later
- Preferred method: Score using the TS GOLD app
 - Demo: https://www.youtube.com/watch?v=W8wi7DvG_A

Indicator and Measurement Data input Example



Reports from TS Gold include:

Reports offer a variety of information useful for teachers to meet the needs of their students. Examples include:

- Individual Child Report**
 - Provides checkpoint levels on each child's progression
- Widely Held Expectations Report**
 - Provides information on which children are meeting widely held expectations for incoming kindergarteners
- Performance and Growth Report**
 - Is this child or group of children meeting widely held expectations? (Performance)
 - Is this child or group of children demonstrating progress toward meeting expectations? (Growth)

Sample Individual Child Report (Teacher)

Objectives/ Dimensions	Age or Grade/ Class	Not Yet	1	2	3	4	5	6	7	8	9
15a. Notices and discriminates rhyme	Fall 2014										
15b. Notices and discriminates alliteration	Fall 2014										
15c. Notices and discriminates smaller and smaller units of sound	Fall 2014										
16a. Identifies and names letters	Fall 2014										
16b. Uses letters: sound knowledge	Fall 2014										
17b. Uses print concepts	Fall 2014										
18a. Interacts during read-alouds and book conversations	Fall 2014										

Sample Performance and Growth Report (Teacher)

Guidelines Literacy & Knowledge Skills

VLD - Print Concepts & Conventions: The concepts about print and early decoding (identifying letter-sound relationships).

17b. Uses print concepts

Child Name	Current Avg Score	End of Year Expectation	Emerging		Accomplished	
			Count	%	Count	%
Chicago	5.9	6	8463	85%	1547	15%
Sample District	6	6	393	84%	37	16%
Sample School/Site	5.8	6	72	80%	18	20%
Sample Class	5.1	6	7	70%	3	30%
Marco Fletcher	4	6	1	100%		
Maria Gomez	5	6	1	100%		
Kelly Houghes	4	6	1	100%		
Kristina McDonald	7	6			1	100%
Lindsey Michaels	6	6			1	100%
James Phillips	5	6	1	100%		
Nick Phillips	5	6	1	100%		
Alexandra Valentinas	5	6	1	100%		
Maria Delgado	5	6	1	100%		
David Harvey	5	6			1	100%

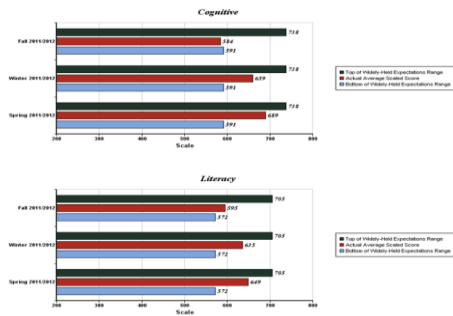
*Not actual students

Sample Widely Held Expectations Report (Administrator)

Mathematics	Widely-Held Expectations		Fall 2011/2012				
	Bottom	Top	# Children	Average	# Children Below	# Children Meeting	# Children Exceeding
Sample District	615	712	10000	627	7850	2150	
Sample Organization	615	712	80	615	66	14	
Sample School	615	712	16	616	7	9	
Class 1 (Lead Teacher: Sabrina Williamson)	615	712	8	607	6	2	
Marco Fletcher	615	712		608	X		
Maria Gomez	615	712		608	X		
Kelly Houghes	615	712		621		X	
Kristina McDonald	615	712		605	X		
Lindsey Michaels	615	712		595	X		
James Phillips	615	712		589	X		
Nick Phillips	615	712		621		X	
Alexandra Valentinas	615	712		605	X		
Class 2 (Lead Teacher: Sabrina Williamson)	615	712	8	626	1	7	
Maria Delgado	615	712		621		X	
David Harvey	615	712		628		X	
Sam Howell	615	712		641		X	
Alex Martin	615	712		623		X	
Dina Mondan	615	712		634		X	
Matthew Paul	615	712		652	X		
Marissa Perna	615	712		634		X	
Courtney Turner	615	712		621		X	

*Not actual students

Sample Administrator Report: Comparative Report



Timeline



- Pre-ID opened early August in MDE Secure Site
 - Someone in building/district must pre-id students in MDE Secure Site
- Participating educators must complete IRR by September 4th, 2015
 - No IRR means students cannot be pre-id'd and then loaded into TS GOLD site
- Scores of students must be entered in TS GOLD site by October 31, 2015

What can I do?



- Provide teachers as much shared collaborative time as possible
 - Identify shared resources
 - Create and discuss common observation techniques
 - Plan for students' next steps in the classroom based on results
 - Create opportunities to work with ISD/RESA
- *Administrator participation in these discussions adds to everyone's growing understanding of DAP

Why do I need to do this?



- Observational, rubric based tool = subjective
- Teachers need to strive for:
 - Consistency
 - Inter-rater reliability
- Without this, aggregate results are meaningless.

Professional Learning and Teacher Support Options



- ISD/RESA Instructional Coaches
 - Sept. 11
- District KEA Teacher Leads
 - In-district support, stipend, 1 per district if more than 1 K teacher participating, attend bi-weekly webinars
- Teachers
 - Face to face training
 - 4 online modules as resource support
 - Inter Rater Reliability
 - Refresher webinar held 8/24 – recorded and will be posted to TS GOLD homepage week of Aug. 31
 - Bi-weekly webinars beginning Sept. 17, 4:00 – 5:00

Your To Do List



- Sign up for Spotlight
- Ensure you have a District KEA Coordinator identified in EEM
- Discuss possibility of identifying a KEA Teacher Lead
- Ensure someone is tasked with pre-id

Likely Next Steps



- The KEA is the first step to Michigan's comprehensive approach to Career and College Readiness
- Continuous quality improvement will be emphasized throughout the development and implementation of the Michigan's KEA
- MDE reviews data to help inform other programs
- A kindergarten assessment will be required in 2016-17

Closing



We need to better understand how our kindergarten students are entering school.

Your voices are important as we move forward with early literacy, numeracy, social/emotional and physical and cognitive development.

AND doing what's best for our youngest students in our schools is our goal.

For more information concerning leadership and the preK-3rd initiative:
<http://www.naesp.org/sites/default/files/leading-pre-k-3-learning-communities-executive-summary.pdf>

For more information...



- Visit the Michigan KEA website:
 ○ http://www.michigan.gov/mde/0,4615,7-140-22709_65339---,00.html
- Email or call:
 ✕ baa@michigan.gov or 877-560-8378 (Option 6).

Questions?



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